

## **HORRELL HILL ELEMENTARY**

517 Horrell Hill Rd.  
Hopkins, S. C. 29061

**GRADES** K-5 Elementary School

**ENROLLMENT** 571 Students

**PRINCIPAL** Parthenia Satterwhite 803-783-5545

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	54	42	0	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

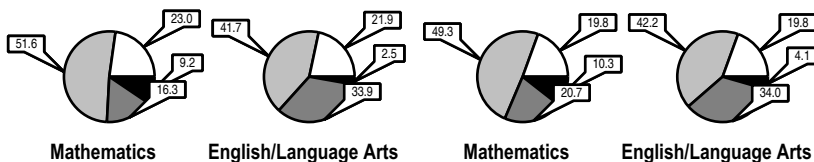
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	304	100.0	21.9	41.7	33.9	2.5	47.0	Yes	Yes
<b>Gender</b>									
Male	159	100.0	25.7	43.2	29.1	2.0	43.2		
Female	145	100.0	17.8	40.0	39.3	3.0	51.1		
<b>Racial/Ethnic Group</b>									
White	88	100.0	16.7	38.1	39.3	6.0	57.1	Yes	Yes
African-American	207	100.0	24.9	44.0	30.1	1.0	41.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	273	100.0	18.1	42.9	36.2	2.8	50.4		
Disabled	31	100.0	55.2	31.0	13.8	0.0	17.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	303	100.0	21.9	41.7	33.9	2.5	47.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	304	100.0	21.9	41.7	33.9	2.5	47.0		
<b>Socio-Economic Status</b>									
Subsidized meals	173	100.0	27.5	43.8	27.5	1.3	40.0	Yes	Yes
Full-pay meals	131	100.0	14.6	39.0	42.3	4.1	56.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	304	100.0	23.0	51.6	16.3	9.2	37.8	Yes	Yes
<b>Gender</b>									
Male	159	100.0	27.0	46.6	16.9	9.5	37.8		
Female	145	100.0	18.5	57.0	15.6	8.9	37.8		
<b>Racial/Ethnic Group</b>									
White	88	100.0	13.1	46.4	19.0	21.4	53.6	Yes	Yes
African-American	207	100.0	27.5	54.4	14.5	3.6	29.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	273	100.0	19.3	52.8	17.7	10.2	40.6		
Disabled	31	100.0	55.2	41.4	3.4	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	303	100.0	23.0	51.6	16.3	9.2	37.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	304	100.0	23.0	51.6	16.3	9.2	37.8		
<b>Socio-Economic Status</b>									
Subsidized meals	173	100.0	30.0	53.8	13.1	3.1	27.5	Yes	Yes
Full-pay meals	131	100.0	13.8	48.8	20.3	17.1	51.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	106	99.1	25.0	34.8	38.0	2.2	40.2
	<b>Grade 4</b>	126	100.0	25.6	40.2	32.5	1.7	34.2
	<b>Grade 5</b>	113	100.0	49.1	39.6	11.3	N/A	11.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	89	100.0	15.3	28.2	52.9	3.5	56.5
	<b>Grade 4</b>	100	100.0	17.4	43.5	37.0	2.2	39.1
	<b>Grade 5</b>	115	100.0	30.1	52.2	15.9	1.8	17.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	106	100.0	25.8	48.4	16.1	9.7	25.8
	<b>Grade 4</b>	126	100.0	17.9	50.4	21.4	10.3	31.6
	<b>Grade 5</b>	113	100.0	41.5	42.5	10.4	5.7	16.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	89	100.0	15.3	58.8	20.0	5.9	25.9
	<b>Grade 4</b>	100	100.0	17.4	52.2	18.5	12.0	30.4
	<b>Grade 5</b>	115	100.0	33.6	46.9	10.6	8.8	19.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 571)				
First graders who attended full-day kindergarten	85.3%	N/C	100.0%	100.0%
Retention rate	3.2%	Down from 3.3%	3.0%	2.7%
Attendance rate	95.9%	Down from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		3.7%	3.5%
Eligible for gifted and talented	22.3%	Up from 17.5%	14.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Up from 3.6%	9.3%	8.2%
Older than usual for grade	0.4%	Up from 0.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	50.0%	Up from 41.5%	48.7%	51.4%
Continuing contract teachers	78.6%	Up from 70.7%	89.5%	87.5%
Highly qualified teachers**	86.8%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	9.4%		0.0%	0.0%
Teachers returning from previous year	80.1%	Up from 78.8%	86.5%	86.7%
Teacher attendance rate	93.6%	Down from 95.5%	94.9%	94.9%
Average teacher salary	\$40,058	Up 7.8%	\$40,518	\$40,760
Prof. development days/teacher	8.0 days	Down from 8.9 days	12.5 days	12.4 days

School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 20.3 to 1	19.1 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.9%	89.9%	90.0%
Dollars spent per pupil*	\$5,301	Up 4.6%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	76.8%	Down from 77.5%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Horrell Hill Elementary School made significant progress during this school year. The instructional program was enhanced by using the computer lab, a reading academic assistance program, and an after-school tutoring program for students who scored below basic in reading and/or math. Parent workshops provided information about the curriculum, home enrichment activities and PACT. Our annual Family Math, Science and Technology Nights were held. The Parenting Center was expanded to include a VIP Club (Very Involved Persons). This club promotes parent and community involvement and provides strategies for parents to assist with academic success. First Steps is still housed on our campus and continues to assist parents of preschool children to improve readiness for school.

The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers, as well as students, and staff incentives. The PTO purchased additional materials for our science lab and funded a gardening project. Teacher skills were enhanced through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, they also indicated a need to focus additional effort on developing and improving students' reading/writing and math skills; therefore, instructional time was increased in mathematics and English/Language Arts. Our focus on writing included a school-wide writing initiative through our Character Education Program.

Our school has been recognized as a Red Carpet School. Student awards included winners in the Visual Literacy Festival contests, Project MIND, All Health Team, and SC Recycling School. Destination Imagination Teams placed 1st and 2nd in the state competition. One teacher earned National Board Certification.

Community involvement included our partnership with the University of South Carolina as a Professional Development School. Through USC, we had MAT interns and practicum students. Many teachers were awarded mini-grants through this program. Community outreach programs include: Service Learning Projects where students sang at two assisted living care facilities, collected food for Harvest Hope, participated in Jump Rope for Heart, Children's Chance - Zig the Pig Program and Ed Venture Science Enrichment Program (Grade 3). Our extra-curricular programs this year included: Eagle Explorers (art, math, science club), Pyramids of Excellence (a girl's club), and Chorus.

Challenges faced by our school include funding for a certified academic math teacher, an additional full-time guidance counselor, and funding to maintain an in-school suspension instructor and a full-day child development program.

It is our commitment and goal to continue to explore and implement innovative strategies to ensure that we meet the needs of all students.

Parthenia Satterwhite, Principal, Horrell Hill Elementary School.

Kerry Roberts, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	25	108	59
<b>Percent satisfied with learning environment</b>	64.0%	78.7%	71.9%
<b>Percent satisfied with social and physical environment</b>	76.0%	79.0%	72.9%
<b>Percent satisfied with home-school relations</b>	58.3%	84.9%	72.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.